**Teacher:** Ms. McCarthy  
**Office Location:** Our classroom   
**Office Hours:** Available before school from 7:00 until school starts. Also available after school until 3:00 PM  
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**Nutrition**

Throughout this unit, students will learn the difference between healthy and unhealthy eating habits, including the daily recommended intake of each protein, fats, and carbohydrates, as well as the possible risks related to unhealthy eating habits. Once students establish a general understanding of this, they will then take a look at their own health choices around food and nutrition and create a short-/long-term goal that includes strengths, risks, and needs to achieve this goal.

**Establish Goals**

Maine Learning Results  
Content Area: Health Education and Physical Education  
Standard Label: F  
Standard: F2 Goal Setting  
Grade Level: 9-Diploma  
Students develop and analyze a plan to attain a personal health goal.

**Students will understand that**

•eating a healthy diet plays a big role in overall health.  
•it is important to know the balance between carbohydrates, fats, and protein percentages in regards to recommended daily intake.  
•there are strengths, needs, and risks related to short-term and long-term health goals.

**Essential Questions**

*•How can unhealthy eating habits affect a person’s overall health?*  
*•Why is it important to maintain the daily recommended percentages of fat, carbohydrate, and protein intake?*  
*•How can healthy nutritional goals be created and achieved?*

**Students will know**

•Vocabulary  
- Anorexia  
- Bulimia  
- Body Mass Index (BMI)  
- Calories  
- Diabetes  
- Macro-nutrients (definitions of each)  
- Micro-nutrients (definitions of each)  
- Minerals  
- Obese and Morbidly obese  
- Serving size  
- Supplement  
- Vitamins (water soluble and fat soluble)  
•Critical details of:  
- short-term health goals  
- long-term health goals  
- health risks related to poor eating habits  
•Key factual information:  
- daily recommended values

**Students will be able to**

•Justify what a healthy diet looks like and includes.  
•Make sense of what macro-nutrients are and where they can be found.  
•Apply concepts they have learned to create their own nutrition-based health goal, including the strengths, needs, and risks.  
•Argue the importance of creating SMART short-term and long-term health goals.  
•Comprehend and consider all contributing factors of diet-related diseases and disorders.  
•Reflect on the balance of their own diet in terms of fat, carbohydrate, and protein percentages.

**Performance Task Overview**

March is National Nutrition Month, so in conjunction with First Lady Michelle Obama's Let's Move! Campaign, you and two other nutrition specialists have been asked to create an educational podcast surrounding nutrition. Due to the growing number of children who are classified as overweight and/or obese it is up to you three to educate the United States of the importance of having healthy nutrition habits. You, along with many other Health-related professionals from across the country, will enter your podcast into the contest located on the Let's Move! website. Once the judges have listened to all of the entries, they will select the top three finalists. If you and your colleagues are chosen as one of the top three finalists, you will be flown out to The White House to meet First Lady Michelle Obama herself! While there, you will be competing in front of a panel of judges for the opportunity of having your very own weekly recurring podcast. On top of that, if you and your colleagues are chosen as the winners, First Lady Michelle Obama has decided that she will visit the schools located in your community!

**Expectations**

**Absences:** Attendance is very important for this class. All the information we will be going through during this course is important and meaningful, this includes notes, assignments, and activities. Each student will have a folder that goes into a bin with their class period written on it, I will make sure I put in any handouts and a paper that has the homework assignment typed out on it into your folder if you are absent. Students are advised to get a "buddy" they can get any notes from at the beginning of the semester. There is also a class wiki in which links to credible sources, graphic organizers, and other useful tools will be posted. Nearly every hard copy assignment or artifact students receive in class are also available on the wiki. If a student cannot find the information they need I am available before and after school as well as during my prep period. Students are encouraged to email me with any questions they may have or to set up a meeting time.  
  
**Plagiarism:** Plagiarism is NOT acceptable in my classroom, as well as it is not acceptable in the school, it is a federal crime. Plagiarism is taking anyone's work which is not your own, but passing it off as your own, an example is copy and pasting or even rewording what someone else has written. To ensure that you are not plagiarizing and can not be accused of doing so ALWAYS give credit and site your sources. If you are unsure of whether you need to site a source or not, site it anyway, there will never be points deducted for having sources sited that you ended up not referencing, there will be severe consequences, however, for using someone's work as your own, such as failing the entire course. If you ever have any questions about how to cite a source or if it is appropriate to cite a source I am always pleased to help. A helpful resource on this matter is <http://plagiarism.org/>  
.  
**Assignments:** Assignments are very beneficial, and some of them are crucial in passing this class. I rarely give out assignments that need to be completed at home, however, there are a few. For the most part, projects and other assignments will be started, and possibly even completed, during class time. Any assignment that needs to be completed at home is for the benefit of you as well as your peers. If you feel uncomfortable because of a specific assignment or activity, please, come see me, we can create an alternative assignment.  
  
**Classroom Expectations**: My expectations for this class follow the motto of "Be safe. Be respectful. Be responsible." As high school students, some of you nearing adulthood, I think it is safe to assume that we can all understand what is or is not safe, responsible, and/or respectful. These expectations are not only what I expect from you, but what you can also expect from myself. Health class IS a safe environment; everyone should feel comfortable. The subjects discussed during class are confidential, this means what is said in class stays in class. Participation plays a hefty role in your overall grade during this class, this includes completing assignments as well as other in-class activities. The topics we discuss can be emotional, this is why I have tried to offer a variety of individual and group assignments. If you ever have questions about participation and where you stand, come see me. As previously stated, we can create an alternative assignment if you feel too uncomfortable or emotional participating in discussions, activities, and/or assignments.

Benchmarks

• **iMovie (25 points)**: Students will perform and film a skit that makes sense of the importance of having the recommended balance of fats, carbohydrates, and proteins. Students will need to explain the actual recommended percentages as well as give examples of foods that are considered a fat, protein, or carbohydrate. Students may also include any risks of not having the appropriate balance.  
• **Podcast using Garage Band (25 points)**: Students (individually) will create a podcast that defines and explains what a healthy diet is and what it includes. These groups will be chosen by the students. For this specific task, students will have guidelines of what needs to be included, musically inclined students can add music, naturalistic students can discuss organic foods, etc.  
• **Log on fitday.com combined with a paper (25 points)**: Students will use the website fitday.com to log at least six days of their food/activities. They will then write a two page reflection paper that discusses what they learned about their own diet/eating habits. Gifted students will also log entries for six days, however, for three days they will log entries of their own intake and the other three days they will log entries of another person (with consent). They will also write a two page reflection paper about what they learned about their own eating habits, as well as how it compares to another person's eating habits. Since students will need six days of log entries, the reflection paper will be due later, with lesson 6.  
• **Weebly (25 points)**: Each student will be given a piece of paper with a name, age, and a specific eating disorder or diet-related disease. They must create the assigned person, where they live, their hobbies, etc. Once they have created their person, they must write five blog entries as if they were that person. They should include what/how they are feeling, explain their eating disorder/diet-related disease, and truly empathize with their character.  
• **Go!Animate (25 points)**: Students (in pairs) will create an animated story by using Go!Animate. They will use one of the many templates available and, together , create a short animation that discusses a short- or long-term health goal.  
• **Prezi (25 points)**: Students will be setting their own short- or long-term health goal in regards to nutrition. Once students develop a nutrition-based goal, they will create a prezi that allows them to apply strengths, risks, and needs surrounding the overall process of creating and carrying out this goal. The should consider what it will take to actively work on being successful in carrying out this goal. This is an individual project and will not be shared once completed. This may be an emotional process that some students prefer not sharing with others. I will be the only person viewing the final products, unless students decide otherwise.  
  
\*Performance task will be worth 100 points. View above details.

**Grading Scale**

**A** (93 -100), **A-** (90 - 92), **B+** (87 - 89), **B** (83 - 86), **B-** (80 - 82), **C+**(77 - 79), **C** (73-76), **C-** (70 - 72), **D+**(67 - 69), **D** (63 - 66), **D-** (60 - 62), **F** (0 - 59).